

Exploring Procedural Text



Lesson Preparation

Daily Lesson 19	READING	
	TEKS	Ongoing TEKS
Key Understandings and Guiding Questions	E1.Fig19A,B E1.11B E1.15Ci,ii	
Vocabulary of Instruction	<ul style="list-style-type: none"> Authors develop and refine their ideas for communicating, connecting with others, and clarifying their own thinking. — How does making connections to text impact understanding?	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Writer's Notebook (1 per student) Teacher Reader's Notebook (1) Procedural texts from Daily Lesson 17 Additional procedural texts which include examples of graphical sources (if needed) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English I Unit 03 Writing Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. For the purposes of this Instructional Routine, you will need to collect additional examples of procedural texts which include graphical sources for students to analyze. Post examples around room for a Gallery Walk. Refer to Teacher Resource: English I Unit 03 Writing Appetizer. Prepare accordingly. 	
Background Information	Steps in analysis: <ul style="list-style-type: none"> Identify factual, quantitative, or technical data presented in graphical sources 	

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	<ul style="list-style-type: none">• Determine the meaning of the data• Explain and analyze the effectiveness and clarity of the data presented
Teacher Notes	

Instructional Routines

Daily Lesson 19	READING
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective:</u> Students analyze the effectiveness of graphics with factual, quantitative, or technical data in procedural texts.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Writing Appetizer 2. Students turn to the section in the Reader's Notebook for "Procedural Text" and add the terms <i>factual data</i>, <i>quantitative data</i> and <i>technical data</i>. Clarify terms as needed. Ask: How can including data in graphical sources clarify the purpose of the procedural text? Discuss responses as students record the information. 3. Direct students to the example procedural texts that have been posted around the room. Direct students to examine the data of the graphical sources to determine how they contribute to the overall purpose of the text with a partner.
Learning Applications	<ol style="list-style-type: none"> 1. Allow sufficient time for partners to examine, discuss, and make notes about the data during the Gallery Walk. 2. In the Reader's Notebook, students analyze the effectiveness, or lack thereof, of a graphic with factual, quantitative or technical data in a procedural text.
Closure	<ol style="list-style-type: none"> 1. Students share responses with their partner. 2. Ask: Has there ever been a time when you wished you had a graphical source to turn to, but there was not one available? Discuss responses.